

DOCUMENT RESUME

ED 122 339

CS 501 373

AUTHOR Towers, Wayne M.
TITLE U.S. Government Programs for Training African Broadcasters, 1961-1971.
PUB DATE 76
NOTE 25p.; Paper presented at the Annual Meeting of the International Communication Association (Portland, Oregon, April 14-17, 1976); Not available in hard copy due to marginal legibility of original document

EDRS PRICE MF-\$0.83 Plus Postage. HC Not Available from EDRS.
DESCRIPTORS *African History; *Broadcast Industry; *Cross Cultural Training; Educational Programs; Federal Government; Foundation Programs; *Intercultural Programs; *Mass Media; Private Agencies
IDENTIFIERS *Africa; Intercultural Communication

ABSTRACT

This paper describes and discusses U.S. Government programs for training African broadcasters from 1961 to 1971. The three approaches involved in the system of broadcaster exchange are examined. The first approach involved the federal government. Through the Department of State and the Agency for International Development, the United States government provided large portions of the funds available for the exchange of persons between the United States and Africa. The second approach of the exchange system involved private foundations like the Governmental Affairs Institute and the African-American Institute, which received governmental allocations under contract to develop appropriate programs for broadcaster exchanges. These groups were organized and operated independently of the government. The third approach was the activities of the privately-financed organizations in the area of personal exchange. These organizations ranged from the nonprofit Ford Foundation and the Commercial National Broadcasting Corporation (International) to religious organizations operating local training programs. These three approaches provided the basic structure through which many African broadcasters received either initial or developmental training. (TS)

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U.S. GOVERNMENT PROGRAMS
FOR TRAINING AFRICAN BROADCASTERS
1961-1971

Wayne M. Towers

John Ben Snow Research Assistant
Communications Research Center
S.I. Newhouse School of Public Communications
Syracuse University

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Paper presented to the
Intercultural Communication Division,
International Communication Association
Portland, Oregon
April 14-17, 1976

The data for this paper were gathered under a grant from the H.V. Kaltenborn Foundation while the author was a graduate student in the Radio-Television-Film Department of Temple University. The author acknowledges an extremely large debt of gratitude to Dr. Sydney W. Head, Professor of Communication, Temple University, for his insightful criticisms and his unfailing support. A briefer version of this paper's contents appears in Dr. Head's Broadcasting in Africa (Temple University Press, 1972). Thanks are also extended to the Communications Research Center, S.I. Newhouse School of Public Communications, Syracuse University, for the use of the facilities there.

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The emergence of African nations in the broadcasting field produced a curious paradox, especially in those nations that used their systems for educational purposes. On one hand, the mass media were mobilized to educate a broad spectrum of inhabitants and to compensate for a lack of available teachers. On the other hand, the very media that were expected to compensate for the lack of trained educators were themselves faced with a lack of trained personnel (Browne, 1966, p. 56).

Domestic training was frequently impossible because either experienced personnel could not be spared from active service to train recruits or because the country's educational system was so taxed by the pressing demands of nationhood that means for training had not been established. Consequently, the African nations tended to look abroad for training resources. The United States, eager to promote goodwill in these nations, contributed some of its financial resources toward this training.

The United States' generosity, however, was neither concerted nor continuous. Efforts to support African broadcast training emerged from a bewildering variety of organizations and individuals. The United States did not have a co-ordinating agency comparable to Great Britain's Centre for Educational Development Overseas (CEDO) (Dizard, 1966, p. 243); instead, the United States depended on the diverse efforts of several independent groups. Identifying these groups from among the approximately 15,000 foundations (Speakman, 1966, p. 57) and the myriad service organizations in the United States proved to be a complex and frustrating task.¹

Two Periods of Involvement

The history of the United States' involvement with training African broadcasters can be roughly divided into two arbitrary periods: pre-1961 and 1961-1971. The year 1961 was pivotal because of the Fulbright-Hays Act, a legislative expression of approval for personal exchange as a means of international understanding. That year was also significant because the Kennedy administration proposed a small technical assistance program for educational television in developing nations (Dizard, 1966, p. 248); and because it marked two changes within the State Department infrastructure: (1) the establishment of separate Middle Eastern and African offices (Previously the two areas had been grouped together); and, (2) the expansion of the Bureau of Educational and Cultural Affairs (CU) to a distinct bureau, complete with its own Assistant Secretaryship (Center for Strategic and International Studies, 1975, p. 77).

The early period of involvement, before 1961, bordered on pre-history.² Private groups, including several religious organizations and the Ford Foundation, did maintain programs in Africa, but these programs were widely scattered (Dizard, 1966, p. 244). The State Department was relegated largely to facilitating foreign broadcasters' visits and to sending a few experts abroad on cultural exchange programs (Dizard, 1966, pp. 247-248). Programs such as Northwestern University's Foreign Journalists Project (1950-1959),³ Boston University's International Seminar on Radio and Television (1956-1958), and the University of Missouri's School of Journalism program for radio and television experts (1955) provided early contact

between African and American broadcasters and emphasized visits to facilities in the United States (Briscoe, 1958, pp. 242-246).

The period before 1961 laid the foundation of exchange between United States and African broadcasters, but the period 1961-1971 saw the development of a modified pattern of broadcaster exchange. The 1961 Kennedy administration proposal for educational television assistance, delayed by congressional opposition attributed to alleged irregularities in preparing the project, was revived by the Agency for International Development (AID) in 1962, and ETV ventures were started in both South America and in Nigeria (Dizard, 1966, p. 248). These ventures marked the start of the second phase of involvement in training African broadcasters.

Three-Pronged Approach

By the end of 1971, the system of broadcaster exchange had evolved into a three-pronged approach. The largest prong was federal government involvement. Through the Department of State and the Agency for International Development, the United States government provided large portions of the funds available for the exchange of persons between the United States and Africa.⁴

The second prong of the exchange system involved private foundations like the Governmental Affairs Institute (GAI) and the African-American Institute (AAI), who received governmental allocation under contract to develop appropriate programs for broadcaster exchanges. These groups, although financing themselves through commissions on the federal funds they administered,⁵ were organized and operated independently of the government.

In effect, the GAI and the AAI were private service organizations that served as a link between federal funding and the groups and individuals involved in the exchange programs between the United States and Africa.

The third prong was the activities of the privately-financed organizations in the area of personnel exchange. These organizations ranged from the non-profit Ford Foundation and the commercial National Broadcasting Corporation (International) to religious organizations operating local training programs.

Taken together, these three prongs provided the basic structure through which many African broadcasters received either initial or developmental training. A closer look will show how the system actually functioned.

The First Prong: Federal Activity

Governmental involvement in exchange between African and American broadcasters was operationally controlled through the Council on International Educational and Cultural Affairs in Washington, D.C. This interagency organization co-ordinated the activities of its six members⁶ in implementing general national policy. Of the Council's members, the Department of State and Agency for International Development provided a major share of the training opportunities for African broadcasters. The Agency for International Development emphasized the nuts-and-bolts aspect of broadcast training, while the State Department sought out influentials in broadcasting and tried to give them a general (and favorable) impression of life and broadcasting in the United States.

Agency for International Development

The Agency for International Development (AID), because of its emphasis on the more practical aspects of broadcasting, carried out much of its work on the African continent itself. AID did not usually undertake projects itself; rather, it contracted with other organizations, usually universities, to perform the designated services. For example, a contract between AID and the Regents of the University of Wisconsin⁷ provided \$609,004.00 for the period April 1, 1967 to June 30, 1971 to develop a radio/correspondence project in Kenya. Working with counterparts in the Institute of Adult Studies of University College, Nairobi, U.S. technicians recruited and supervised by the University of Wisconsin worked at developing a program to include a complete secondary school curriculum that would inexpensively reach the 97 per cent of the eligible school age group that could not otherwise be accommodated in the Kenyan school system (Cusack, 1970, pp. 24-25).

AID's activities of this kind have been numerous and widespread, but have not been summarized and tabulated by specific categories to any great extent, and they seem to vary widely with the nature of the contract and the institution involved. A few examples will give an idea of the gamut of AID assistance. In the early Sixties, AID contracted with the National Association of Educational Broadcasters (NAEB) to provide a three-man team to assist in improving the programs and operations of the Sudanese official radio facility (Head, 1962, p. 48). A team from the University of Missouri, under another AID contract, worked with the Malawi Broadcasting Corporation to transmit agricultural information

programs to 400 farm forums in rural areas (Cusak, 1970, p. 28).

In addition to providing experts to help African nations set up and operate broadcasting systems, AID also undertook programs to make the African systems self-sufficient, both through job skills and through domestic training facilities. In Ethiopia, through a contract with Radio TV International, Incorporated, AID provided professional broadcasters to give Ethiopians on-the-job training in the operation of a newly built radio system. (Cusak, 1970, p. 29). Under AID sponsorship, the Department of Audio-Visual Media and Graphic Design in the Zambian College of Further Education offered mass communication training (Hachten, 1971, p. 136); and, in Ibadan, Nigeria, the Western Nigeria Communication Centre offered in-service training for the production of visual media (Oton, 1966, p. 109).

Bureau of Educational and Cultural Affairs

While AID operated heavily abroad, many stateside programs passed through the State Department's Office of African Programs (CU/AF) in the Bureau of Educational and Cultural Affairs. Like AID, CU/AF did not actually undertake projects; instead, CU/AF contracted with outside groups to implement its programs.

These programs usually fell into two categories: Educational Travel Grants and Leadership Grants. The Educational Travel Grants were usually mass tours with 50 or 60 in a group. These tours may have included audio-visual experts and broadcasters, but they were aimed primarily at educators and a wide range of young professionals. Leadership Grants were issued on an individual basis, and the participants were much more easily identified.

The Leadership Grants were funded with money allocated directly by Congress. In the budget for fiscal year 1972, approximately \$3.5 million was allocated for administration by the 11 officers of the CU/AF staff. Of the \$3.5 million, approximately two-thirds was tagged for use by overseas posts. The remaining third of the total was retained stateside to finance Africa-wide projects and priority activities like the involvement of black colleges, the transfer of technology, and the participation of women.

Overseas, the 43 embassies in Africa were allocated portions of the budget money for expenditure. These allocations were based upon a combination of needs and past successes. The embassies then selected and nominated candidates for the Leadership Grants. The candidates' qualifications were examined in Washington, D.C., and appropriate participants were selected. Generally these participants fit into one of four categories: Political, University, Youth, or Media Leader. In each category, preference was given to candidates "... who are progressing to positions of influence and leadership in their own countries" ⁸ Emphasis was further placed on picking candidates whose jobs and skills, including broadcasting, would be enhanced by visiting the United States. The embassies were made aware of these programs through announcements circulated by the CU/AF's Washington office.

Cultural Affairs Officer

Curiously enough, the Bureau of Educational and Cultural Affairs did not maintain overseas officers because of its separate corporate entity in Washington under the Fulbright-Hays Act. Instead, overseas contacts were maintained through the Cultural

Affairs Officers (CAO) at the U.S. missions overseas. The Cultural Affairs Officer was a career representative of the United States Information Agency (USIA), which referred to its overseas offices as the United States Information Service (USIS) to distinguish its stateside operations from its overseas operations.

In exchange for a CAO's services, the Bureau of Educational and Cultural Affairs used part of its administrative budget to pay the USIA for the proportion of time that the CAO expended on the CU/AF's business. The net effect of this arrangement was that a CAO wore two hats and the USIA and the CU/AF shared the expense of an overseas officer.

Budgetary Considerations

After the CU/AF was satisfied that the overseas nomination was acceptable, the CU/AF examined its budget to make sure that the cost of the nominee's visit could be incorporated into the fiscal year. As a general rule of thumb for fiscal year 1972, an exchange involving a Fulbright professor cost roughly \$15 thousand; a student's year usually exceeded \$5 thousand; and, an international visitor (for a stay of 30-40 days) cost roughly \$3 thousand. For each \$15 thousand in the budget then, the CU/AF could choose either one Fulbright professor, or three students, or five international visitors. (Such a question is really a caricature of the decision-making process; several other criteria, including potential usefulness of the visit were also involved in the decision. Further, the budget was broken down with greater refinement. For example, within the international visitors category, three distinct groupings emerged:

Foreign Specialist -- a 60 day visit; Leader -- a 30 day visit; Partial Leader -- a 15 day visit. The cost of each visitor also varied with the exact length of his or her stay, his or her per diem living allowance, and the cost of his or her airfare.)

Ultimately, the budget was broken down into these rough percentages:

- 50% of the \$3.5 million went to academic exchanges;
- 45% of the total involved international visitors;
- 5% of the \$3.5 million funded the organizations that actually conducted the programs.

Most of the budget was used to bring skilled Africans (including some broadcasters) to the United States. Occasionally, the CU/AF sent an American to lecture in Africa, but the office's general feeling was that the Agency for International Development (AID) or the Peace Corps (PC) took care of sending skilled Americans abroad.

Multinational Programs

If an African broadcaster was not included in the CU/AF's programs, he or she could still reach the United States through the Department of State's multinational programs. Instead of being geared to specific diplomatic areas like Africa, multinational programs drew persons who fit into highly specific skill categories from countries all over the world. These programs ranged from the massive Foreign Journalists Project at Indiana University (1960-1970),⁹ which incorporated some broadcast newsmen into its ranks, to the International Broadcasters Program of American Women in Radio and Television (AWRT), which introduced women of foreign broadcasting systems to the American system of broadcasting.¹⁰

An example of a multinational program within the Department of State that closely involved Africans in the radio and television field was the International Broadcast Seminar at Syracuse University (Myers, 1965). Beginning in 1961, the International Broadcast Seminar at Syracuse annually brought international broadcasters together to work toward two major goals: "... a cultural one of introducing the grantees to the people of the United States and a professional one of understanding the broadcasting system of the U.S."¹¹ These goals were sought during a three month visit which included a three week stay at Syracuse University for a graduate-level seminar in broadcasting; group visits to broadcasting facilities in major cities like New York and Los Angeles; and visits to areas of educational television experiments like Hagerstown, Maryland. Seminar grantees were also given opportunities for closer contact with American broadcasters through individualized itineraries that could have included stops at radio and television facilities anywhere from Lincoln, Nebraska, to Hershey, Pennsylvania.¹² During the program, the grantees lived in the houses of volunteer families who provided contact with Americans apart from the formalized and official contacts of the scheduled visits.¹³

Similarly, another multinational program for foreign broadcasters was started by the non-profit Educational Foundation of American Women in Radio and Television in 1963 to invite "... foreign English-speaking women in broadcasting to this country."¹⁴ Combining an emphasis on the role of women broadcasting and a desire to give the grantees an intensive look at American culture, American Women in Radio and Television (in conjunction

with the Department of State) sponsored a 45 day tour that featured visits to cities with major communications centers, individualized itineraries that promoted contact between the grantees and the AWRT membership across the nation, and participation in the annual AWRT convention in the host city for that year.¹⁵

The Fulbright Program

Also operating in the area of government funding, the Fulbright Program promoted exchange and training in the academic area. Established by the Fulbright-Hays Act of 1961, the Fulbright Program centered around three organizations that reflected the diversified structure of exchange programs. Student grants for study abroad were handled through the Institute for International Education. This private organization concentrated on sending U.S. students abroad, and did not seem to have handled any American broadcasting students in African universities. Teachers involved in primary and secondary education were handled through the U.S. Office of Education, but their impact on broadcasting seemed to have been more in the area of classroom utilization than in the area of large scale planning and development. In the area of university lecturing and research, the program was administered by the Conference Board of Associated Research Councils, (Johnson and Colligan, 1965, p. 32), which did not seem to have sponsored any work specifically in African broadcasting up to and including 1971. The only major involvement in African broadcasting that was traceable to the Fulbright Program was when an exchange student returned to his home country of Uganda and rose to the position of Minister of Information, Broadcasting, and Tourism (Johnson and Colligan, 1965, p. 5): a success possibly

related to, though not necessarily attributable to, his stay in the United States.

The Second Prong: Linking Organizations

For Africans, the CU/AF was the administrative organization that served as a link between the embassies in the field and the service organizations stateside. Although the CU/AF made the final choice of candidates and selected the appropriate tours for those candidates, other organizations functioned to co-ordinate the CU/AF's activities with a host of local groups whose volunteer work constituted an important factor in the exchange of persons. In this amorphous area between governmental financing and private activity, the Governmental Affairs Institute and the African-American Institute conducted their operations.

Governmental Affairs Institute

The Governmental Affairs Institute (GAI), in terms of sheer number, served the largest group of foreign broadcasters who visited the United States on CU/AF Leadership Grants from Africa -- approximately 42% of the total for the fiscal years 1961 to 1971 inclusive.¹⁶ When the African broadcaster visited the United States on a Leadership Grant, he or she was usually flown to Washington, D.C., where he or she was met by a representative of the Bureau of Educational and Cultural Affairs. After the visiting African had a chance to rest, he or she was taken to a foundation like the GAI and the planning of the tour began.

This planning usually took 3-4 days and was not prepared in advance because the program was intended to satisfy the grantee's wants and needs so the grantee had a major voice in the shaping of his or her itinerary. This selection process meant that each

Leadership Grant involved an individualized tour based on the grantee's intentions and the availability of local contacts. Because of these individualized tours, no one typical itinerary can be described for Leadership Grantees, although every visit was a sure bet to include the extensive facilities available in New York City and Los Angeles. The total possibilities for tours were immense, however, because the GAI maintained regular contacts in all major and secondary cities and in many small towns.

The period of planning was also useful because a period of acculturation was often required, and, especially in the case of visitors from French-speaking African countries, an interpreter was sometimes needed. The State Department usually tried to supply an escort-interpreter when he or she was needed, but this necessity was sometimes hampered by the lack of available personnel or by the standard human problem of mutual compatibility.

Apart from planning the individual tours of visiting Leadership Grantees, the GAI also organized group projects for Leadership Grantees who shared common interests and coincident visiting times in the United States. These group projects ranged from bringing foreign journalists to witness the Presidential elections to the GAI's African Filmmakers Project and African Media Program, both of which sometimes included African broadcasters and which featured visits to major stateside areas relevant to the group's particular interests.¹⁷

African-American Institute

Like the GAI, the African-American Institute (AAI) planned

programs for foreign grantee visits and conducted group programs like their Radio-TV Project,¹⁸ which gave visiting African broadcasters an opportunity to observe the American system of broadcasting in its myriad manifestations. The AAI, however, also conducted programs on the African continent. These programs, called Regional Workshops for Journalists, were workshop-training courses that promoted discussion among African communicators on their own continent. These workshops were offered during 1963 in Addis Ababa, Ethiopia (Head, 1963, p. 594), and during 1964 in Lagos, Nigeria (Oton, 1966, p. 109).

Both the GAI and the AAI, although they relied heavily on a close association with federal funding, insisted that their programs were as apolitical as possible. The two foundations felt that separateness from the federal government cushioned the influence of national policy directives on individual itineraries and that the diversity of the organizations that linked the federal government to the volunteer groups who made the program function promoted a degree of variety that gave foreign visitors a choice in their visits. The linking organizations did not feel a competitiveness among themselves; rather, they felt that their diversity helped to promote a sensitivity to the needs of the African visitors.¹⁹

The Third Prong: Private Institutions

The final area of organization for the exchange of broadcasters between the United States and Africa was in the activities of the private institutions. By far, the most substantial institution in the international field for this period, especially in the field of international broadcasting, was the Ford Foundation

(Speakman, 1966, p. 59). In 1961, the Ford Foundation aided the Nigerian Broadcasting Corporation in the establishment of a regular educational radio service (Emery, 1969, p. 444). This early grant led to a long-term commitment in Nigerian broadcasting for the Ford Foundation, which, combined with the foundation's ETV program in Colombia, South America, seemed to have encouraged a wait-and-see attitude.

On financially less spectacular fronts, the African Scholarship Program of American Universities (ASPAU) helped to direct Africans to journalism schools and departments in United States universities (Hachten, 1971), while Operation Crossroads Africa, Inc., brought three Africans to the United States in 1971 for training in radio. By and large, however, the efforts of the smaller institutions were diverse and sporadic and were rarely reported to any great extent.²⁰

Complex Patterns

Despite the good intentions of the private foundations, however, most of the financial muscle in the exchange of broadcasters between the United States and Africa appeared to have come from governmental sources. The interworkings of these various organizations, however, were so complex that a brief chart can be useful to illustrate the situation.

(SEE CHART ONE)

This chart, however, is only a rough outline of the situation as it existed in 1971 and it should not be considered a detailed map.

Despite this complexity of organization, and despite the vast sums spent, contact between U.S. and African broadcasters

could be considered minimal compared to the sheer bulk of the African continent. In the period fiscal 1961 to the end of fiscal 1971, the State Department's Leadership and Multinational Grants accounted for the visits of 146 African broadcasters representing 38 designated countries.²¹ Because of the higher cost of sending stateside broadcasters abroad, probably fewer American broadcasters visited Africa. The rate of exchange, although increasing in the latter years of the period, was hardly mammoth.

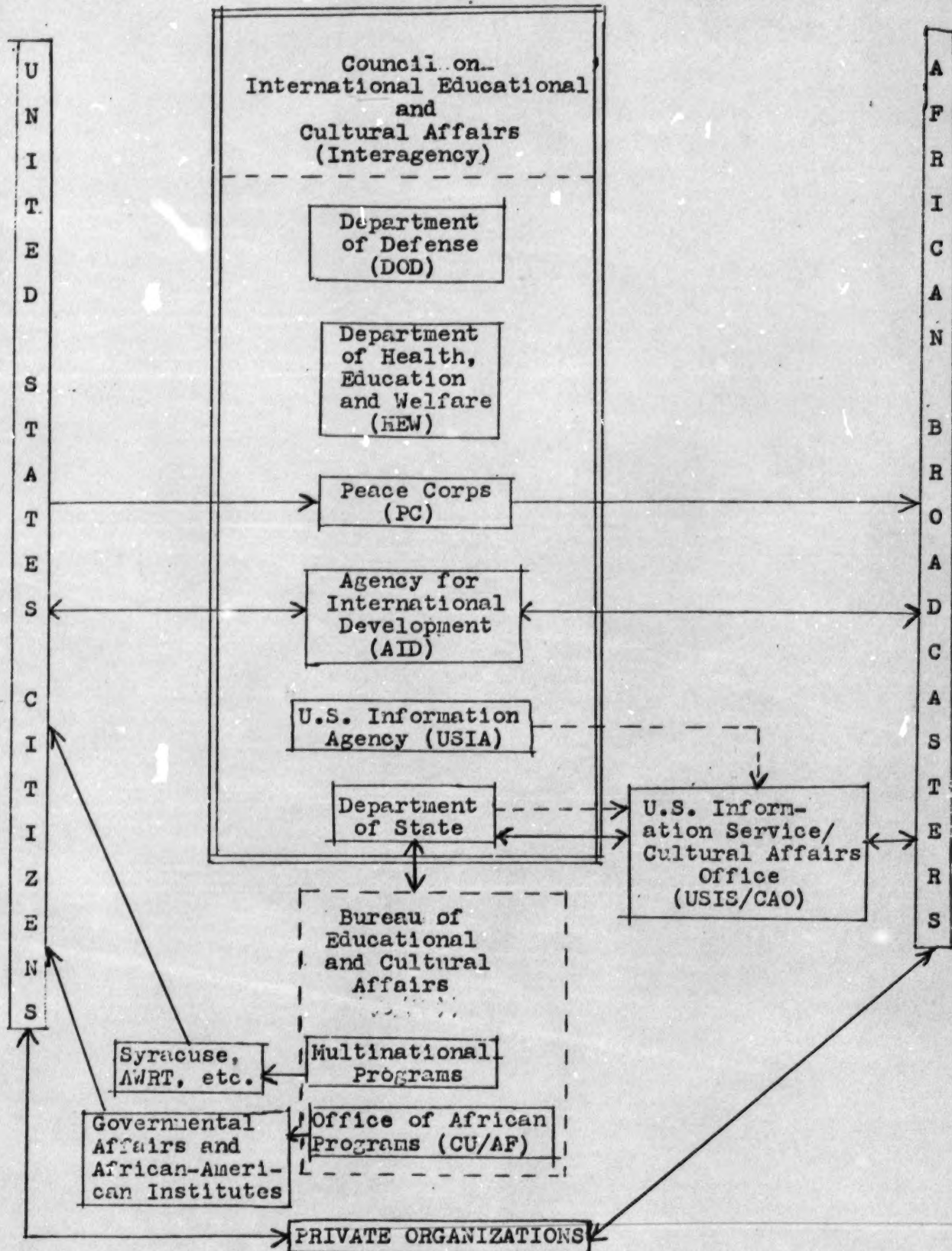
The exact extent of this flow was also difficult to determine. Little available research was conducted in the area of broadcaster exchange during this time. Program evaluation, such as Mary Ann Cusack's 1970 tour of Africa (Cusak, 1970, p. 23), have not yet been fully reported. The period 1961-1971 was a time of intense activity, with little time for reflection; only in the early 1970's did the organizations that were so involved in the evolution of the African programs begin to take stock of their activities. The records that did exist were mainly book-keeping aids, and systematization was often a far-off dream.

Research in this area was further hampered by the rights of the individuals involved to their privacy, and by the federal government's routine policy of classifying its files and records for varying periods. These classifications simply kept many records out of the public domain, and were flexible enough only to permit inspection in specified areas, provided sensitive topics were not involved. The secrecy policy was further abetted by the bewildering combinations of offices that could be involved

in even relatively simple projects. This proliferation of involvement tended to scatter records and to turn routine researching into a complex sifting for facts. The picture that did emerge, however, showed a time of growth and interest, but whether that growth and interest helped to alleviate Africa's broadcast training paradox could not be judged from the available information. What could be observed was Africa's need for training and the United States' capacity to provide some of that training.

* * *

CHART 1



APPENDIX I ²²

SOME FIGURES ON AFRICAN BROADCASTERS' VISITS IN THE INTERNATIONAL VISITORS CATEGORY OF INDIVIDUAL LEADERSHIP GRANTS SPONSORED BY THE DEPARTMENT OF STATE: FISCAL 1961 TO 1971

COUNTRY ²³	CU/AF ²⁴	SYRACUSE ²⁵	AWRT ²⁶	INDIANA ²⁷	TOTAL
ALGERIA	2	0	0	0	2
BOTSWANA	0	3	0	0	3
CAMEROON	6	0	1	0	7
CENTRAL AFRICAN REPUBLIC	3	0	0	0	3
CHAD	3	0	0	0	3
CONGO BRAZZAVILLE	1	0	0	0	1
CONGO KINSHASA	3	1	0	0	4
CONGO LEOPOLDVILLE	1	0	0	0	1
DAHOMEY	4	0	0	0	4
ETHIOPIA	3	2	1	0	6
FED. OF RHODESIA & NYASALAND	2	0	0	0	2
GAMBIA	0	1	0	0	1
GHANA	3	2	0	0	5
GUINEA	3	0	0	0	3
IVORY COAST	9	0	0	0	9
KENYA	3	2	0	0	5
LESOTHO	1	0	0	0	1
LIBERIA	1	1	0	0	2
LIBYA	2	1	0	0	3
MALI	1	0	0	0	1
MOROCCO	3	0	0	0	3
MOZAMBIQUE	1	0	0	0	1
NIGER	1	0	0	0	1
NIGERIA	15	11	2	0	28
SENEGAL	4	0	0	0	4
SIERRA LEONE	3	0	0	0	3
SOMALIA	0	1	0	0	1
SOUTH AFRICA	2	1	0	0	3
SOUTHERN RHODESIA	1	0	0	0	1
SUDAN	*	2	0	0	2
TANGANIKYA	1	0	0	0	1
TANZANIA	1	6	0	1	8
TOGO	2	0	0	0	2
TUNISIA	5	0	0	0	5
UGANDA	1	2	1	1	5
UNITED ARAB REPUBLIC (EGYPT)	*	1	0	0	1
UPPER VOLTA	3	0	1	0	4
ZAMBIA	4	3	0	0	7
38 COUNTRIES	98	40	6	2	146

* SEE FOOTNOTE #28.

FOOTNOTES

- 1 NOTE: Much of the material for this paper came from personal interviews and from documents that are not yet available in the public domain. Such material will be designated by numbered footnotes which can be found at the end of the text.
- 2 For further details of the pre-1961 period, consult: "International Educational, Cultural and Related Activities for African Countries South of the Sahara," Department of State (August, 1961), GPO 1961 0-612211(32).
- 3 Arpan, Floyd G. "Address List: Foreign Journalists Project: U.S. Department of State, 1950-1970 (Corrected to September, 1970)." Mimeograph.
- 4 Much of the information on Department of State activities came from Mr. Owen Roberts, Deputy Director in the Office of African Programs (Bureau of Educational and Cultural Affairs, Department of State). Without Mr. Roberts' kind co-operation, much of this paper would not have been possible -- a kindness for which the author is deeply grateful.
- 5 Most of my information on this particular area was obtained through an interview with Mr. William Hadley, Jr., Senior Communications Program Officer at the Governmental Affairs Institute.
- 6 The members are: Department of State; Department of Defense; Peace Corps; Department of Health, Education and Welfare; Agency for International Development; and, United States Information Agency. "Directory of Frequent Contacts for International Educational, Cultural, Scientific and Technical Exchange Programs (March, 1971)," Department of State, Directory.
- 7 Contract # AID/afr-482. "AID-Financed University Contracts as of December 31, 1970." Agency for International Development, House Publication.
- 8 "Educational and Cultural Exchange: Announcement of FY-1971," Department of State, Airgram, 12/8/70.
- 9 See Footnote #3.
- 10 See Footnote #8.
- 11 Wilson, Richard, Director. "News from Syracuse University." News Release, 9/28/71.

- 12 Myers, Lawrence, Jr., Chairman, and W. John Hottenstein, Project Administrator, "Final Report: 1968 Multi-National Foreign Broadcasters Project: September 9-December 17, 1968," Department of State Report.
- 13 Much of the information on the International Broadcast Seminar at Syracuse University was transmitted to me by Mr. W. John Hottenstein, Administrator of the International Broadcast Seminar at Syracuse University.
- 14 The Educational Foundation of American Women in Radio and Television, Inc., Brochure.
- 15 Hadley, William H., Jr., and Nancy Buttermark. "International Women Broadcasters United States Visit: 1971," Itinerary.
- 16 Information based on a personal search of CU/AF files in Washington, D.C. See Footnote #22.
- 17 Mahin, Dean F., Director, William H. Hadley, Jr., and Josephine Knight Ledbetter. "African Filmmaker's Project: 1970," Itinerary.
- Mahin, Dean B., William H. Hadley, Jr., Josephine Knight Ledbetter, Stewart Edwards, and Joan Joffe. "African Media Program: 1970," Itinerary.
- 18 The author's thanks go to Mr. Melvin A. McCaw, Director of AAI's Washington, D.C. office who provided much information on the AAI's activities in the area of broadcaster exchange.
- 19 Thanks go to Mr. Stewart Edwards, Senior African Affairs Program Officer for GAI who provided the information on the attitudes of the organizations that facilitated the visits of African broadcasters.
- 20 Indeed, in the area of private foundations, available information is severely lacking. Much of this lack can be attributed to the emphasis of the institutions on doing rather than reporting.
- 21 See Appendix I.
- 22 The data for this appendix was compiled by a personal search through CU/AF files in Washington, D.C. Although detailed biographical data was not kept in the files, short occupational identifiers enabled the author to select the persons whose offices were specifically related to broadcasting. Grantees who were identified in terms of newspapers alone or in terms of vague cabinet-level offices like Minister of Communications, Tourism, and Education, were excluded from this grouping. Although African job classifications tended to overlap

in the mass communications field, a reasonable cut-off definition had to be applied. The purpose of these figures was not to give an absolute listing of African broadcasters who visited the United States; instead, the purpose was to give a rough idea of the distribution of grants across the African continent.

- 23 Countries listed in the CU/AF files. Because of the changing face of African politics, the countries are listed by their identifying name at the time during which the grantee visited the United States. Thus, the 38 countries in the appendix are actually 38 country name identifiers.
- 24 Indicates the total number of Leadership Grantees. The numbers do not distinguish between Leader, Foreign Specialist, etc., because the emphasis is on the number of grantees who have visited the United States and not on the duration of their stays.
- 25 Derived from typed list furnished by Mr. Hottenstein (see Footnote #13).
- 26 Derived from typed list furnished by Mr. Roberts (see Footnote #4).
- 27 See Footnote #3. Although Indiana University's Foreign Journalists Project emphasized the print media, some African broadcasters have also participated in the program.
- 28 * indicates Arabic-speaking countries whose records were not maintained under the CU/AF aegis at the time the files were examined.

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